



## **I.5 Anti-Bullying Policy**

Bullying is an ongoing, repeated and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

It is important to realise that there may be times when a bullying concern may become a safeguarding concern and should be treated as such by the school. A bullying incident should be treated as a safeguarding concern when there is reasonable cause to believe that a student is suffering or likely to suffer significant harm. 'Peer on peer abuse' in any form should not be tolerated and colleagues should be aware that it may well constitute a safeguarding concern. 'Keeping Children safe in Education' (2020) makes clear that abuse should never be tolerated or passed off as "banter" or "part of growing up".

### **1 Scope**

This policy applies to all students and staff at the school irrespective of their age and whether or not a student is in the care of the school when/if bullying behaviour occurs. While this policy focuses mainly on the bullying of students by other students, it is recognised that other forms of bullying may occur and this is addressed in section 7. If a student is found to be involved with bullying behaviour, regardless of whether it is outside of school time or whether it involves others outside of the school, we still consider this under our duty of care and take it seriously.

### **2 Publication**

This policy is provided to all staff and is published on the school's website. New parents are directed to the policy through the new parents' information booklet. It is also available on request from the school admissions office.

### **3 Aims**

- To ensure that the school is a community based on kindness, good manners, and wisdom.
- To deter bullying behaviour, detect it when it occurs, and deal with it on a case-by-case basis by counselling and/or disciplinary sanctions.
- To provide a safe and caring environment that is free from disruption, violence and any form of bullying, harassment, victimisation or discrimination so that every one of our students can develop their full potential.
- To encourage the students to care for and support each other.
- To establish and maintain cooperative relations between home and school so that there are consistent expectations of behaviour.
- To make our students and their parents aware of our approach to bullying.
- To guide members of staff how to deal with any reported instances of bullying.
- To provide support both for the victims of bullying and for those who have engaged in bullying.

Bullying behaviour is always unacceptable and will not be tolerated at the school because:



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- it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage;
- it interferes with a student's right to enjoy their learning and leisure time free from intimidation;
- it is contrary to the aims and values of the school;
- it is contrary to the school's 'Behaviour, Rewards and Sanctions' Policy; and
- it is a safeguarding concern where there is reasonable cause to believe that a child is likely to suffer significant harm.

## 4 Bullying behaviour

Definition: Bullying is behaviour which hurts or causes distress by taking unfair advantage of another person in some way, making him or her feel uncomfortable or threatened. Bullying may be:

- physical - hitting, kicking or pushing people around, spitting, or taking, damaging or hiding possessions;
- verbal - name-calling, taunting, teasing, insulting or demanding money;
- exclusionary behaviour - intimidating, isolating or excluding a person from a group;
- general unkindness - spreading rumours or writing unkind notes, phone texts or e-mails;
- cyberbullying - using the internet, mobile phones, social networking sites and gaming to deliberately upset someone else;
- sexting – such actions can cause significant emotional upset for the students involved;
- sexual - talking to or touching someone in a sexually inappropriate way;
- gender-based bullying – for girls examples might be 'touching' and 'assault', for boys 'hazing' and 'initiations';
- sexist - related to a person's gender or gender reassignment;
- homophobic - related to a person's sexual orientation;
- racist- or relating to someone's religion, belief or culture;
- related to a person's home or family circumstances; eg, housing or parenting; and/or
- related to a person's disability, special educational needs, health or appearance.

### 4.1 Cyberbullying

Student use of social networking sites should not be hurtful to students or teachers here or elsewhere, neither should it bring the school's name into disrepute. King's Bangkok Safeguarding Policy cites cyber bullying as deliberately hurtful behaviour either over the internet, via gaming or with mobile phones/devices. Further details on the acceptable use of ICT, as well the steps taken by the school to protect and educate staff and students at King's Bangkok can be found in the policy 'Acceptable Use Policy for students: ICT at King's Bangkok'. Behaviour online is additionally subject to the terms of the school's Behaviour, Rewards and Sanctions Policy.

Mobile devices and computers are a source of education, communication and entertainment. However, we know that some adults and young people may use these technologies to harm children. The harm might range from sending hurtful or abusive texts, messages and emails, to enticing children to engage in sexually harmful conversations online, webcam filming, photography, sexting or face-to-face meetings. These technologies may also be used by those who wish to radicalise vulnerable children for their violent purposes.



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Students receive guidance on cyber safety through our PSHE programme. Cyber-bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

The school:

- expects all students to adhere to its rules for the safe use of the internet. Certain sites are blocked by our filtering system and our senior staff and ICT Department monitors students' use;
- may impose sanctions for the misuse, or attempted misuse of the internet in line with our Behaviour, Rewards and Sanctions Policy;
- issues all Junior and Senior School students with their own personal school email address;
- adheres to the guidance regarding e-teaching and the internet;
- offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons and presentations, which build resilience in students to protect themselves and their peers. Any concerns raised are managed through the school's pastoral or safeguarding procedures;
- offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;
- has specific rules in respect of Senior School students using mobile phones according to the School Rules. This specifically bans the use of cameras on mobile phones in washing and changing areas;
- makes requirements for proper staff use of mobile technology clear in the Staff Code of Conduct Policy.

The senior leadership team is responsible for overseeing effective implementation of these policies.

### 4.3 Motivations

Some individuals may see their hurtful conduct as "teasing" or "a game." Regardless of the motivations, these forms of behaviour are not acceptable and have a negative impact on the victim. It is still important that this type of behaviour is viewed seriously and discussed with those students involved. However, sometimes these behaviours can be corrected quickly with advice and without disciplinary sanctions. A student who does not respond appropriately to advice from the teacher about their behaviour will be dealt with under the Behaviour Rewards and Sanctions Policy and/or for serious offences, the School's Withdrawal Procedure.

### 4.4 Responsibility

It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. Suspicions of bullying should be reported to the senior leadership team.

### 4.5 Legal aspects

A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong for which there can be legal consequences outside the school. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong.



## **5 Anti-bullying culture**

### **5.1 Ethos**

Our expectation of all members of the school community is that:

- everyone will uphold the terms and ethos of the Behaviour, Rewards and Sanctions Policy of the school;
- a student or a member of staff who witnesses or hears of an incident of bullying will report it;
- a complaint of bullying will always be taken seriously; and
- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

### **5.2 Equal opportunities**

In school and in every year group:

- discriminatory words and behaviour are treated as unacceptable;
- positive attitudes are fostered towards people who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the school;
- positive attitudes are fostered towards both sexes, including those who identify as lesbian, gay, bisexual, transgender, queer, intersex and asexual (GBTQIA).
- positive attitudes are fostered towards people regardless of sexuality.

### **5.3 Staff**

Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

- providing good role models for students;
- celebrating achievement;
- anticipating problems and providing support;
- disciplining sensibly and fairly;
- making opportunities to listen to students; and
- acting as advocates of students.

### **5.4 Students**

Through our pastoral care systems, students are informed and taught that bullying will not be tolerated in the school. They are encouraged:

- to celebrate the effort and achievements of others;
- to hold and promote positive attitudes;
- to feel able to share problems with staff;
- to turn to someone they trust, if they have a problem; and
- not to feel guilty about airing complaints.



## **5.5 Parents**

We aim to work with parents to prevent and tackle bullying through:

- information provided for parents regarding our culture, ethos, practices and procedures;
- parents' workshops; and
- the Parents of King's Bangkok committee (PoK)

## **6. Anti-bullying systems**

### **6.1 Approach**

Our systems for detecting and dealing with bullying are designed to operate within all aspects of school life.

### **6.2 Vigilance**

Members of staff are vigilant at all times but particularly:

- before lessons;
- in lessons;
- during breaks and lunchtimes; and
- when accompanied on school transport.

### **6.3 Meetings**

Bullying is regularly discussed in staff meetings, year group meetings and between teachers, ATs and nannies.

The purpose of the meetings is to feedback information about friendship patterns, particular incidents, any student who seems to be isolated, any groups becoming dominant within a year group and any known conflict between a member of staff and a student, or between students. Policy and effective practice may also be discussed.

### **6.4 Education**

Measures are taken throughout each year to educate students about bullying and this policy. These measures include:

- PSHE – the PSHE curriculum includes units on bullying throughout the school. In addition, other aspects of the curriculum, such as rights and responsibilities and peer pressure, support the anti-bullying policy. The programme is structured to reinforce the message about community involvement and taking care of each other, specifically whom they should inform if they are being bullied or are worried that another student is being bullied.
- Other lessons highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.



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- Anti-Bullying messages are given in assemblies by the Headmaster and senior colleagues as well as in those presented by students.

### **6.5 Staff training and actions**

Appropriate training in all aspects of safeguarding and pastoral care is arranged to ensure that staff have the necessary professional skills including:

- awareness of the risk and indications of child abuse, bullying and cyber bullying; and
- knowledge of how to manage such cases.

### **6.6 Colleagues take steps to ensure:**

- there is an adequate presence of staff on the school site and staff are vigilant whether on duty or not;
- measures are taken to avoid boredom and lack of purpose among students; and
- good behaviour and discipline is maintained.

### **6.7 Students' responsibilities:**

We emphasise, to older students, the role which is expected of them in setting a good example and being helpful to younger students and each other.

### **6.8 Record keeping and monitoring:**

Form tutors and senior colleagues keep records of the welfare and development of individual students. In addition, every complaint or report of bullying must be passed on to the DSL who keeps an anti-bullying log and is able to review reports to enable patterns to be identified both in relation to individual students and across the school as a whole.

#### **6.8.1 Why incidents might not be reported**

##### **a) Victim**

There are many reasons why a student who has suffered bullying may be reluctant to report it. They may become demoralised and may say, for example:

- they have been warned not to tell by the bullies
- it is telling tales. They won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular;
- the things they are saying and doing are too embarrassing to discuss with an adult;
- it is all my fault anyway for being overweight/too studious etc;
- there are too many of them; there is nothing the staff can do;
- it will get back to my parents and they will think less of me;
- I will just try and toughen up and grow a thicker skin;
- I will lie low and not audition for a part in the school play etc;



## **b) Witnesses**

There are also reasons why a student who has witnessed, or learned of, bullying behaviour may not want to make a report. They may say:

- it is “snitching” or “grassing” and I will become unpopular;
- it is not my concern anyway;
- I don't like the victim and I would find it embarrassing to be associated with him.

## **6.9 Culture**

Any of these responses would be contrary to our culture at the school. Implementation of this policy encourages every student to understand that:

- every complaint of bullying will be taken seriously;
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received;
- it is important to try and find a solution to a problem; and
- a student who complains will receive support and advice.

## **6.10 Signs of bullying**

Changes in behaviour that may indicate that a student is being bullied include:

- Unwillingness to return to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags and other belongings suddenly go missing or are damaged;
- Change to established habits (eg, giving up music lessons, change of accent or vocabulary);
- Diminished levels of self-confidence;
- Frequent visits to the Nurse with symptoms such as headaches;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance, late arrival to class;
- Excessively choosing the company of adults;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping, experiences nightmares; and
- Talking of suicide or running away.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

## **7. Procedures**



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The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.

### **7.1 Reporting bullying**

A student who is being bullied, or who is worried about another student being bullied, should complain without delay and can do so in several ways. They can:

- Tell their form tutor, parents, a member of senior leadership, any teacher; and/or
- contact a school nurse or other member of support staff.

#### **7.1.3 Parents**

Parents who are concerned that their child is being bullied should inform their child's form tutor who should be made aware of the concern in any event.

#### **7.1.4 Staff**

This policy focuses mainly on the bullying of students by students although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about being bullied or harassed should refer to the school's Whistleblowing Policy.

### **7.2 Initial allegation**

A person in authority who learns of alleged bullying behaviour should:

- firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim; and
- report the allegation to a member of the Senior Leadership Team.

### **7.3 Assessment**

The victim's form tutor will normally see the victim and assess the following:

- the nature of the incident;
- whether it is a one-off incident involving an individual or a group;
- whether it is part of a pattern of behaviour by an individual or a group;
- whether physical injury been caused; and
- how best to inform other senior staff.

If the alleged bully/s is/are in a different form or tutor group, other teachers will be informed and may speak to the student/s involved.

At this stage, the possible outcomes for an incident which is not too serious include:

- a resolution between the parties concerned; or





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- the complaint is justified in whole or in part, and further action will be needed (see 'range of action', below). This will be discussed with a member of the SLT.

### 7.4 Serious incident

If the form tutor believes that serious bullying behaviour has occurred involving a student in their form or has recurred after warnings have been given to the "bully":

- they must inform the designated safeguarding lead (DSL);
- if considered necessary, interview the alleged victim, bully and any witnesses separately to confirm the facts of the case;
- decide on the action to be taken in accordance with the Range of Action set out below; and
- send a summary of his/her findings to the Headmaster.

The Headmaster will notify the parents of the victim and bully giving them details of the case and the action being taken.

### 7.5 Range of action

When an allegation of bullying is upheld the range of responses will include one or more of the following:

- advise and support for the victim and, where appropriate, establishing a course of action to help the victim;
- advise and support to the bully in trying to change their behaviour;
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict;
- if appropriate, a group of students may meet or be spoken to and discuss the issues. With younger students this may, for example, include a chance to discuss how to organise rules of games in advance to avoid difficult situations arising;
- a disciplinary sanction against the bully, in accordance with the school's Behaviour, Rewards and Sanctions Policy such as detention or suspension. In a very serious case or a case of persistent bullying, a student may, after a fair hearing, be recommended to withdraw from the school permanently in accordance with the school's Withdrawal Procedure;
- involving an external agency or the police, where there is a safeguarding concern or where a criminal act may have been committed; and/or
- notifying the parents of one or more students about the case and the action which has been taken.

### 7.6 Monitoring

The position should be monitored for as long as necessary, thereafter action may include:

- sharing information with some or all colleagues and with some other students if appropriate;
- ongoing counselling and support;
- vigilance;
- mentioning the incident at meetings of staff;
- reviewing vulnerable individuals and areas of the school; and



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- liaison between form tutors and senior colleagues.

### 7.7 Formal complaint

If the victim's parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the complaints procedure posted on the school website or available upon request.

### 7.8 Recording

All cases of bullying must be formally recorded by the DSL using Appendix I to which secure notes should be attached if appropriate, and kept by the safeguarding lead.

## 8. Review

This policy will be reviewed annually by the Headmaster to assess its effectiveness, and will be updated as necessary. In undertaking the review the Headmaster will take into account the results of any monitoring, as well as any changes in legislation and/or statutory guidance and other relevant information gathered.

### Appendix I: Incident report form (bullying)

VICTIM : (Please indicate SEN/safeguarding concern)	
DATE :	
REPORTED BY:	
OFFENDER/S : (Please indicate SEN/safeguarding concern)	



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DETAILS OF THE BEHAVIOUR AND INCIDENT:



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ACTION TAKEN :



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SANCTIONS:



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DETAILS OF RESOLUTIONS, INCLUDING EVIDENCE OF THE VICTIM'S FAMILY'S LEVELS OF SATISFACTION:



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## FINAL ACTIONS:

1. Pass this form to the Headmaster for recording in the bullying folder;
2. Make sure detailed notes of the investigations are included in the secure notes for those students involved.

REPORT COMPLETED BY:

DATE:

SIGNATURE:

HEADMASTER:

DATE:



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SIGNATURE:

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All policies are reviewed regularly and are subject to change.